



ISTEP+: Grade 3

English/Language Arts

Released Items and Scoring Notes

Introduction

Indiana students in Grades 3-8 participated in the *ISTEP+* Spring 2013 administration. The test for *ISTEP+* in Spring 2013 consisted of an Applied Skills section administered in March and a Multiple-Choice section administered in late April and early May. For all grades, the Applied Skills section of the assessment was handscored by trained evaluators. The Multiple-Choice section was machine-scored. Scores for the Applied Skills and Multiple-Choice sections are combined to generate a student's total score.

Test results for both the Multiple-Choice and Applied Skills sections, as well as images of the Applied Skills student responses, are available online. It is the expectation of the Indiana Department of Education that schools will take this opportunity to have a conversation with parents and students about the results. As a springboard for this conversation, the Indiana Department of Education has created this document which outlines the released Applied Skills questions and includes brief scoring notes that describe the given score points and explain the scoring rules and expectations for the individual questions.

This document consists of:

- a brief description of the types of questions assessed
- a short summary of scoring rules utilized by the trained evaluators
- access to rubrics used to score student responses
- a copy of the released Applied Skills questions
- anchor papers used by evaluators to distinguish between rubric scores

NOTE: The Applied Skills operational questions are released at the end of each test administration. It is important to keep in mind that a significant portion of a student's score is calculated from the Multiple-Choice section of the assessment, which is not addressed within this document.

QUESTION TYPES

This document addresses the Applied Skills section of *ISTEP*+, which allows students to demonstrate their understanding of content in a variety of ways. The Applied Skills Assessment consists of constructed-response (CR) and extended-response (ER) questions. CR and ER questions are cognitively more demanding than multiple-choice (MC) questions. ER questions are typically more complex and will likely require more steps to respond. For English/Language Arts, a Writing Prompt (WP) is also used to assess students.

SCORING

For the Applied Skills Assessment, each question is scored according to a rubric. Rubrics clearly define the requirements for each score point. Each student response is evaluated individually to determine whether it is acceptable. This allows student scores to be reported as accurately as possible. To ensure consistency when scoring the *ISTEP*+ questions, CTB/McGraw-Hill works closely with assessment specialists at the Indiana Department of Education and teacher committees to set guidelines for scoring student responses. Committees look at several student papers and score them using the rubrics. Some of the student responses are selected as anchor papers and are used as clear examples of specific score points. Samples of anchor papers are presented within this document. Scoring supervisors then use anchor papers and approved, scored student responses to ensure that responses are evaluated appropriately and consistently. Individuals who evaluate and score *ISTEP*+ student responses must have a four-year college degree and pass a series of qualifying tests on specific questions before they can evaluate any student responses.

If a response is unscorable, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

For additional information regarding *ISTEP*+ or other student assessments, please contact the Indiana Department of Education by calling 317-232-9050 or writing via email: istep@doe.in.gov.

The chart below summarizes the question types used to measure a student’s mastery of content, the assessment that contains the particular question type, the standards assessed in each assessment, and the scoring method used to evaluate a student’s response given the question type.

Scoring Note: All student responses to questions found in each Applied Skills Assessment are handscored using the specific rubric(s) outlined in the column labeled “Scoring Method.” As indicated in the chart, all multiple-choice questions are machine scored.

Question Type	Assessment	Standards Assessed	Scoring Method
Constructed-Response (CR)	Applied Skills Assessment	2 & 3	2-pt. CR Rubric (Grades 3-12)
Extended-Response (ER)	Applied Skills Assessment	5 & 6	4-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)
Writing Prompt	Applied Skills Assessment	5 & 6	6-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)
Multiple-Choice (MC)	Multiple-Choice Assessment	All	Machine-Scored

More information is available regarding these assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/achievement/assessment>.

Writing Prompt
Standard 5: Writing Applications
Standard 6: Language Conventions

A Difficult Task

Read the writing prompt below and complete the writing activity.

Think of a task or job you had to do that was very difficult. Maybe your parents asked you to do a chore at home, or maybe your teacher asked you to learn something new at school.

Write about your difficult task or job.

Prewriting Activity

- Use the space on the next page to help you plan your writing.
- Be sure your writing has a beginning, a middle, and an end.
- Be sure to include details to make your writing interesting.
- Here are some questions to help you in your writing:
 - ✓ What was your difficult task?
 - ✓ Why did you have to do the task?
 - ✓ Why did you think the task was difficult?

Writing Applications Rubric Grades 3–4

SCORE POINT 6	
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing stay mostly focused?

- Does it mostly stay on the topic? (Writing may include minor tangents.)
- Writing may include some rambling and/or repetition.

Does the writing sample include some relevant ideas and information?

- Does it present related information?
- Writing may not fully develop details; it may list ideas with some detail.

Organization

Does the writing have order? Does it

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

Style

Does the writing sample exhibit adequate word usage? Does it

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

Is the writing readable? Does it

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

Does the writing sample display some sense of audience?

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 3	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> • Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 2	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
Ideas and Content	
<p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. 	
Organization	
<p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing have little or no focus on topic?

- Content may convey little meaning.

Does the writing sample include almost no relevant ideas and information?

- Writing may contain unfinished ideas.
- Writing is likely to be brief.

Organization

Does writing have little or no order?

- Does it lack the sequence of a beginning, a middle, and an end?
- Writing may have ideas that are not related to each other.

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain a very limited and simple vocabulary?

Is the writing hard to read?

- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Writing may be flat and lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Language Conventions Rubric Grades 3–4

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Prompt, Sample A

Writing Applications – Score Point 6

Language Conventions – Score Point 4

Cleaning the Laundry Room

"OK!" I said when I was told to clean the laundry room, also known as my cat Abby's room. I had to do the task because Abby's litterbox stunk, the floor was covered in litter, there was cat fur everywhere, and my dad is allergic to cats. So it had to be done. The first thing I did was I cleaned Abby's litterbox. I got the litterbox scooped out well, and took the trash bag out, tied it up and put it in the garage. I got a new trash bag, put it in the litterbox and poured fresh kitty litter in. My cat came running into the room and did her business. Next, I dusted and I shook her blanket outside and got most of the fur off. Then I got a tub and filled it with water and soap, got a few sponges, and started scrubbing the floor. It was kind of fun because I enjoy helping and being with my cat. She was sitting there the whole time, watching patiently for me to be done. I finally finished scrubbing, the fun part came next, drying. I got a towel and I stepped on it. I glided across the floor. Abby's room was clean!

Scoring Notes for Writing Prompt, Sample A

Writing Applications – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., describes in detail how to clean the laundry room).
- includes detailed, relevant support (e.g., *I had to do the task because Abby's litterbox stunk, the floor was covered in kitty litter, there was cat fur everywhere, and my dad is allergic to cats.*).
- follows a clear, logical order.
- includes vivid descriptions and vocabulary (e.g., *I got a new trash bag, put it in the litterbox and poured fresh kitty litter in. My cat came running into the room and did her business.*).
- is fluent and easy to read.
- contains a variety of sentence patterns, both simple and complex.
- displays a strong sense of audience (e.g., *She was sitting there the whole time, watching patiently for me to be done. I glided across the floor. Abby's room was clean.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has five grade-level spelling errors (e.g., *knon* [known], *coverd* [covered], *cleand* [cleaned], *grauge* [garage], *fineshed* [finished]).
- contains no run-on sentences and no sentence fragments.

Writing Prompt, Sample B

Writing Applications – Score Point 5

Language Conventions – Score Point 4

Difficult jobs

One day I had to wash clothes and take out the dogs. My mom was going on a trip for her job she was going to be gone for three weeks. I was going to miss her alot. My mom told me I was the lady of the house. The next day I started washing clothes. It was difficult but I stuck with it. I have to do the job because my mom is out of town and my dad was outside doing yard work so I washed clothes.

Washing clothes was difficult because you have to sort a big pile of clothes, then you have to put them in the washer and you have to wait. While I waited I took care of the dogs. I took them outside and I fed them the clothes still weren't done so I cleaned my room. When I was done cleaning my room, the clothes were done so I put them in the dryer. Twelve hours later they were done so I put them in a bucket, folded the clothes and put them up. When I was done I felt proud and sleepy. I sat on the couch, fell over and fell asleep.

Scoring Notes for Writing Prompt, Sample B

Writing Applications – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Applications Rubric.

This sample

- stays focused on the task (i.e., describes the student's chores while her mom was away).
- provides adequate support (e.g., *It was difficult but I stuck with it. I took them outside and I fed them the clothes still weren't done so I cleaned my room.*), but with fewer specific details and less development than would be found in a Score Point 6 paper.
- establishes a clear beginning, middle, and end.
- includes some descriptive vocabulary (e.g., *My mom told me that I was the lady of the house. When I was done, I felt proud and sleepy.*).
- is easy to read; however it does contain a couple of awkwardly constructed run-on sentences (noted below) that causes the reader to pause.
- contains a variety of sentence patterns, both simple and complex.
- displays a good sense of audience (e.g., *It was difficult but I stuck with it. I sat on the couch, fell over and fell asleep.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has one grade-level spelling error (e.g., *alot* [a lot]).
- contains two run-on sentences (e.g., *My mom was going on a trip for her job she was going to be gone for three weeks. I took them outside and I fed them the clothes still weren't done so I cleaned my room.*) but no sentence fragments.

Writing Prompt, Sample C

Writing Applications – Score Point 4

Language Conventions – Score Point 4

The Heavy Chores

Do you know a kind of hard chore if you don't know I can tell you. One hard chore is to move a heavy mattress because if your small it is really heavy. Another hard chore is to move the bed because beds are heavier than you. The third hard thing to do is to clean off your bed because if you have alot of stof on your bed than you should have it gets really hard. The last hard thing to do is organize all the stof you have on your bed because if you have lots of teady bears than you should have it gets hard. Those are all the hard chores I know. What's a hard chore or task you have to do?

Scoring Notes for Writing Prompt, Sample C

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., describes some difficult chores).
- includes relevant support, but in a list-like manner that lacks development (e.g., *Another hard chore is to move the bed because beds are heavier than you. The third hard thing to do is to clean off your bed because if you have alot of stof on your bed than you should have it gets really hard.*).
- has a beginning, middle, and end.
- includes vocabulary that is grade-level appropriate.
- is easy to read.
- demonstrates understanding of different sentence patterns, including a few complex sentences (*Another hard chore is to move the bed because beds are heavier than you.*).
- displays a sense of audience (e.g., *What’s a hard chore or task you have to do?*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in the capitalization of proper nouns and no errors in beginning capitalization.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has three grade-level spelling errors (e.g., *alot* [a lot], *stof* [stuff], *teady* [teddy]).
- contains one run-on sentences (e.g., *Do you know a kind of hard chore if you don’t know I can tell you.*), but no sentence fragments.

Writing Prompt, Sample D

Writing Applications – Score Point 3

Language Conventions – Score Point 3

My difficult task

My difficult task is P.E. because it is hard. We have to do a lot we do stuff in the gym. We have to run a four minute run it was not cool at all. There is so much to do at P.E.

Next we do a game called hockey it's awesome! We have a center there are teams blue and red. Red team won the most. Blue team rocks because of the colts.

Last we play once more game and Blue team won. Hockey is a difficult game to play because we have to get the put in a net. That's heard to get it in the net. I work really hard in P.E. class.

Scoring Notes for Writing Prompt, Sample D

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Applications Rubric.

This sample

- accomplishes the task, but stays minimally focused (i.e., describes why P.E. is difficult).
- provides minimal support (e.g., *Next we do a game called hockey it's awesome!*).
- establishes a brief beginning, middle, and end.
- includes mostly basic vocabulary, with some evidence of attention to word choice (e.g., *awesome* [awesome], *difficult*).
- is readable.
- attempts control of complex sentence patterns.
- displays a sense of audience (e.g., *We have to run a four minute run it was not cool at all.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in the capitalization of proper nouns (e.g., *colts* [Colts]), but no errors in beginning capitalization.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes two grade-level spelling errors (e.g., *heard* [hard], *game* [games]).
- contains four run-on sentences (e.g., *We have to do a lot we do stuff in the gym. We have to run a four minute run it was not cool at all. Next we do a game called hockey it's awesome! We have a center there are teams blue and red.*), but no fragments.

Writing Prompt, Sample E

Writing Applications – Score Point 2

Language Conventions – Score Point 2

Garbidg Troble

Once A week I take out the garbidg it's hard work but the real troble about this is trying to get it to the tras can befor the garbig truck. And you doden't get payd. That's the worst thing about takeing out the garbig. But it's tuf love I have to live with it that stink's. I hate the garbig. A lot.

Scoring Notes for Writing Prompt, Sample E

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Applications Rubric.

This sample

- maintains a minimal focus on the task (i.e., describes difficulty with taking out the garbage).
- includes undeveloped support (e.g., *...but the real trouble about this is trying to get it to the tras can befor the garbig truck.*).
- is too brief to establish a clear organization.
- includes little evidence of attention to word choice.
- contains a limited and simple vocabulary.
- is readable, however, it contains a couple of awkwardly constructed sentences.
- displays some sense of audience (e.g., *But it's tuf [tough] love I have to live with it...*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in the capitalization of proper nouns (e.g., *A [a]*), but no errors in beginning capitalization.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes numerous grade-level spelling errors in proportion to its overall length (e.g. *trouble* [trouble], *tras* [trash], *befor* [before], *doden't* [don't], *payd* [paid]).
- contains two run-on sentences and one sentence fragment, which is used for effect (e.g., *A lot.*).

Writing Prompt, Sample F

Writing Applications – Score Point 1

Language Conventions – Score Point 1

Math

I took a time to I don't remubr the numbers. That time test was Relley head to do.
That time test make me fel sad.

Scoring Notes for Writing Prompt, Sample F

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Applications Rubric.

This sample

- maintains little focus on the task (i.e., refers to a difficult math test.).
- includes almost no relevant support (e.g., *That time test was Relley head.*)
- establishes no clear beginning, middle, or end.
- contains a limited and simple vocabulary.
- has little fluency.
- demonstrates no understanding of sentence variety.
- displays no sense of audience.

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no ending punctuation errors.
- has one subject and verb agreement error (e.g., *That time test make [made] me fel sad.*).
- includes numerous grade-level spelling errors in proportion to its overall length (e.g., *to* [test], *time* [timed], *Relley* [really], *head* [hard], *fel* [feel]).
- contains one run-on sentences (e.g., *I took a time to I don't remubr the numbers.*), but no sentence fragments.

English/Language Arts Constructed Responses

Session three, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading comprehension task consists of one passage and several constructed-response (CR) questions. Because this is a reading comprehension task, all the information students need to answer the questions correctly is in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages show the CR questions.

An example of a top-score response is given for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 1

How does the author show the reader that Jill “loved sweet corn”? Support your answer with details from the story.

Top-Score Response:

She planted three rows of corn. When she planted it, her mouth watered thinking about eating the sweet, buttery ears of corn. She cried when the raccoons started eating it.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 1, Sample A – Score Point 2

How does the author show the reader that Jill “loved sweet corn”? Support your answer with details from the story.

She loves sweet corn because,
She planted them in her garden.
And because, she cried when the
raccoons ate her corn

Scoring Notes: This response fulfills all the requirements of the task. The information is relevant and text-based. The response clearly describes the details that the author included in the text to show the reader that Jill loved sweet corn (e.g., ...she planted them in her garden. And because, she cried when the raccoons ate her corn). The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 1, Sample B – Score Point 1

How does the author show the reader that Jill “loved sweet corn”? Support your answer with details from the story.

I + said she could not wait to
put her teeth in the corn.

Scoring Notes: This response fulfills some of the requirements of the task. The response describes a detail that the author included in the text to show the reader that Jill loved sweet corn (e.g., ...she could not wait to put her teeth in the corn), but the response is very simplistic.

Question 1, Sample C – Score Point 0

How does the author show the reader that Jill “loved sweet corn”? Support your answer with details from the story.

She liked sweet corn.

Scoring Notes: This response does not fulfill the requirements of the task. The information provided does not answer the question.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 2

Why is Jill having trouble growing corn? What does she do to solve this problem? Support your answer with details from the story.

Top-Score Response:

Jill was having problems growing sweet corn because the raccoons kept eating it. Her dad suggested that Jill put newspapers on the ground with clumps of dirt on them next to the stalks of corn. The raccoons were scared away by the crunching sound made when they stepped on the newspaper. That is how Jill solved her problem.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 2, Sample A – Score Point 2

Why is Jill having trouble growing corn? What does she do to solve this problem? Support your answer with details from the story.

Jill is having trouble
growing corn because
raccoons are eating her corn
she solves this problem
by lying out new's
papers

Scoring Notes: This response fulfills all the requirements of the task. The information is relevant and text-based. The response clearly explains why Jill had trouble growing corn (e.g., ...because racoon's are eating her corn) and how she solved the problem (e.g., ...by lying out new's papper's).

Question 2, Sample B – Score Point 1

Why is Jill having trouble growing corn? What does she do to solve this problem? Support your answer with details from the story.

Jill is having trouble growing corn because,
raccoons are eating Jill's sweet corn.

Scoring Notes: This response fulfills some of the requirements of the task. The response clearly identifies the reason why Jill is having trouble growing corn (e.g., ...raccoons are eating Jill's sweet corn), but it does not explain how the problem is solved.

Question 2, Sample C – Score Point 0

Why is Jill having trouble growing corn? What does she do to solve this problem? Support your answer with details from the story.

She did not put it in
right!

Scoring Notes: This response does not fulfill the requirements of the task. The information provided does not answer the question.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 3

Circle one of the words below that you think BEST describes Jill in the story.

excited

frustrated

Explain why you chose this word. Support your answer with details from the story.

Top-Score Responses:

Excited

Jill loves sweet corn so she planted three rows of it. She was excited to eat it so she checked the sweet corn often, waiting for the moment she could sink her teeth into it. When the first leaves came through the ground, she pulled her dad over to see them. She was also excited when the newspapers worked to keep the raccoons away.

Frustrated:

Jill is frustrated when she finds the animal tracks in her garden. She sees that several ears of corn are torn up and thrown on the ground, and she starts to cry. Later, she is frustrated when the dew soaks through the newspapers around her cornstalks. She learns that she has to take her father's advice and keep putting down fresh newspapers. The crunchy sound of dry newspapers is the only thing that keeps the raccoons away.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 3, Sample A – Score Point 2

Circle one of the words below that you think BEST describes Jill in the story.

excited

frustrated

Explain why you chose this word. Support your answer with details from the story.

I chose this word because she has never had her own corner of the garden. Also, she pulls her dad when the first leaves came.

Scoring Notes: This response fulfills all the requirements of the task. The information is relevant and text-based. The response clearly and accurately explains why Jill was “excited” in the story (e.g., ...she has never had her own corner of the garden. Also, she pulls her dad when the first leaves came).

Question 3, Sample B – Score Point 1

Circle one of the words below that you think BEST describes Jill in the story.

excited

frustrated

Explain why you chose this word. Support your answer with details from the story.

Jill is frustrated because
10000 are eating her
corn.

Scoring Notes: This response fulfills some of the requirements of the task. The response clearly identifies a reason why Jill is “frustrated” (e.g., ...because raccons are eating her corn), but the response is simplistic.

Question 3, Sample C – Score Point 0

Circle one of the words below that you think BEST describes Jill in the story.

excited

frustrated

Explain why you chose this word. Support your answer with details from the story.

I Picked this word
because she felt that
way in the store.

Scoring Notes: This response does not fulfill the requirements of the task. The information provided does not answer the question.

Extended Response
Standard 5: Writing Applications
Standard 6: Language Conventions

Question 4

Read this story. Then complete the writing activity that follows.

Matt's Move

His mother was wrong. It was not going to be easy. He would have to make new friends all over again. The first day at his new school was going to be terrible. He just knew it. Everyone would stare at him and wonder, "Who's the new kid?" The teacher would pronounce his last name wrong. They always did. At recess, on the playground, he would be alone watching everyone else play basketball with their buddies. That was the worst part! He would have to try out to get on the basketball team at the new school. What if he didn't make it? He couldn't handle that. Matt did not want to move.

Finish the story. Tell what happens to Matt. Be sure to include details to support your writing.

Extended Response Writing Applications Rubric Grades 3–4

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling or repeating information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information? • provide many supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended Response Writing Applications Rubric Grades 3–4

SCORE POINT 3	
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>	
Ideas and Content	
<p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details? 	
Organization	
<p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.) 	
Style	
<p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)? 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended Response Writing Applications Rubric Grades 3–4

SCORE POINT 2	
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended Response Writing Applications Rubric Grades 3–4

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
Ideas and Content	
<p>Does the writing exhibit little or no focus?</p> <ul style="list-style-type: none"> • Writer may get distracted, may drift away from topic, or may convey little meaning. • Topic may not be developed. <p>Does the writing sample include few or no relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. 	
Organization	
<p>Does writing have little or no order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain a limited or simple vocabulary? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Language Conventions Rubric Grades 3–4

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

Question 4, Sample A
Writing Applications – Score Point 4
Language Conventions – Score Point 4

Even though he didn't want it to come moving day came. When he got to school the next day just as he thought the teacher pronounced his name wrong. "Just what I need" thought Matt "another teacher that pronounces my last name wrong." Then when recess came he sat alone just as he thought. "This is going to be a bad day." Matt said to himself. When he was at lunch he heard people asking "Who's the new kid?" In gym class his luck suddenly changed. They had to get partners for this activity, so the gym teacher asked if anyone wanted to be Matt's partner. The only one the raised her hand was a girl named Alicia. She was tall and skinny with long wavy blond hair. By the end of gym class him and Alicia were best friends. When free time came Alicia and Matt talked together the whole time. When Matt was walking home he found out that Alicia was his neighbor. After he got home he told his mom and dad all about today.

Scoring Notes for Question 4, Sample A

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., describes Matt’s first day at a new school).
- provides ample support (e.g., *When he was at lunch he heard people asking “Who’s the new kid?”*).
- is logically organized, with clear opening and closing sentences.
- includes a more than adequate vocabulary (e.g., *She was tall and skinny with long wavy blond hair*).
- flows naturally and is easy to read.
- contains a variety of sentence patterns; an attempt at more sophisticated sentence structure (e.g., *“Just what I need” thought Matt “another teacher that prounounces my last name wrong.”*).
- displays sense of audience (e.g., *In gym class his luck suddenly changed.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 4 paper represents a solid performance. It fully accomplishes the task.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has three grade-level spelling errors (e.g., *the* [that], *raise* [raised], *hole* [whole]).
- contains one run-on sentence (e.g., *When he got to school the next day just as he thought the teacher prounounced his name wrong.*), but no sentence fragments.

Question 4, Sample B

Writing Applications – Score Point 3

Language Conventions – Score Point 3

Matt had to move into a new house he had to go to a new school he did not like what happen! The next day he went to school he didn't like it their. At recess he made a lot of friends. Then he liked it their and always wanted to go there for the rest of the year. When he got home his mom asked him how his day was. He said that it was fun he went to his room.

Scoring Notes for Question 4, Sample B

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells about Matt’s first day of school).
- provides some relevant support (e.g., *At recess he made a lot of friends.*). Overall, however, the support lacks development.
- has a logical order with a brief beginning, middle, and end.
- contains grade-level vocabulary (e.g., *recess*, and *always*).
- is readable.
- attempts some sentence variety (e.g., *At recess he made a lot of friends. When he got home his mom asked him how his day was.*).
- displays some sense of audience (e.g., *Then he liked it their and always wanted to go their for the rest of the year.*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has two grade-level spelling errors (e.g., *happen* [happened], *their* [there]).
- contains three run-on sentences, but no sentence fragments.

Question 4, Sample C

Writing Applications – Score Point 2

Language Conventions – Score Point 2

Because He didn't want to leave his friends behinde. It was going to be hard to make new friends the first day of the new school the teacher got his last name right and It was to make new friends.

Scoring Notes for Question 4, Sample C

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Applications Rubric.

This sample

- stays minimally focused on the task (i.e., explains that Matt made new friends.).
- includes little or no support (e.g., *the teacher got his last name right.*).
- is too brief to establish a clear organization.
- includes a mostly basic vocabulary.
- is mostly readable despite a missing word.
- demonstrates a limited proficiency with sentence patterns and sentence control.
- displays little sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has two errors in beginning capitalization (e.g., *Because He* [he] *didn't want to leave his friends behinde. ...and It* [it] *was to make new friends.*); but no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes one grade-level spelling error (e.g., *behinde* [behind]).
- contains one run-on sentence (e.g., *It was going to be hard to make new friends the first day of the new school the teacher got his last name right and It was to make new friends.*), and one sentence fragment (e.g., *Because He didn't want to leave his friends behinde.*).

Question 4, Sample D

Writing Applications – Score Point 1

Language Conventions – Score Point 1

I bet he woun't like it a fir. But than he woull like it. onc caght on.

Scoring Notes for Question 4, Sample D

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Applications Rubric.

This sample

- is weakly focused on the task (i.e., mentions not liking it [school]).
- provides almost no relevant support (e.g., *But than he woull like it.*).
- attempts an opening sentence but is too brief to have a clear middle or end.
- conveys only a couple of unfinished, unclear ideas.
- contains a very limited, simple vocabulary.
- lacks fluency and is difficult to read.
- consists of only one run-on sentence, which demonstrates no proficiency with sentence control.
- displays little sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organization or writing style.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *onc...* [Once...]), but no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes many grade-level spelling errors (e.g., *woun't* [won't], *a* [at], *fir* [first], *than* [then]).
- contains two sentence fragments (e.g., *onc caght on*).